

**IB MYP YEAR 2**

### YEAR 7 Mathematics

### Assessment #1

### DIRECTED Numbers

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| Name: |  | | | **( 7 )** | | |  | |
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| Teacher: | | **Ms. Luk, Ms. Lau, Ms. Yeung & Mr. Slosberg** | | | |  | | |
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| Date of task: | | | **Friday, September 14, 2012** | | Time allowed: | | | **45 minutes** |

**INSTRUCTIONS:**

* Read the instructions & rubrics carefully.
* Show all work, steps and proper units.
* Ask the teacher for scrap paper, but any work on the scrap paper will **NOT** be marked.
* Write in **PENCIL**.
* Your are **NOT** allowed to use any **electronic devices**, such as translators or calculators.
* Allowed to use **non-electronic dictionary**.

**ASSESSMENT:**

* Read the rubrics on the other side carefully. They tell you how to achieve full marks.
* Write a short story about you and your friends related to directed numbers. At each stage, you should calculate the new values (positive or negative) in respect to each person.

Criterion A: knowledge and understanding

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| Achievement level | Task Specific Rubric | IBO Published Descriptor | Student’s self-evaluation |
| **0** | The student does not reach a standard described by any of the descriptors given below. | The student does not reach a standard described by any of the descriptors given below. | (0-8) |
| **1–2**  Simple | The story and its math are very simple. | The student **generally** makes appropriate deductions when solving **simple** problems in **familiar** contexts. |
| **3–4**  Complex | The story and its math are more complex. You should add or subtract positives and negatives. | The student **generally** makes appropriate deductions when solving **more complex** problems in **familiar** contexts. | Teacher’s  Final Grade |
| **5–6**  Challenging | The story and its math are challenging. You should demonstrate your knowledge of multiplying positives and negatives. | The student **generally** makes **appropriate** deductions when solving **challenging** problems in a **variety** of **familiar** contexts. | (0-8) |
| **7–8**  Unfamiliar | The story and its math includes a situation where at least one person has a negative value which makes sense in the context of the story. | The student **consistently** makes **appropriate** deductions when solving **challenging** problems in a **variety** of contexts including **unfamiliar** situations. |  |

Criterion C: communication in mathematics

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| Achievement level | Task Specific Rubric | IBO Published Descriptor | Student’s self-evaluation |
| **0** | The student does not reach a standard described by any of the descriptors given below. | The student does not reach a standard described by any of the descriptors given below. | (0-6) |
| **1–2** | The story is difficult to follow. | * The student shows **basic** use of mathematical language **and/or** forms of mathematical representation. * The lines of reasoning are **difficult to follow**. |
| **3–4** | The story is clear. It includes simple expressions such as  plus, minus, difference, times, divide, square | * The student shows **sufficient** use of mathematical language **and** forms of mathematical representation. * The lines of reasoning are **clear** though not always **logical** or **complete**. * The student moves between different forms of representation **with some success**. | Teacher’s  Final Grade |
| (0-8) |
| **5–6** | The story is clear and uses sophisticated expression such as   * subtracting a positive * adding a negative * multiplying these two negatives gives me a positive | * The student shows **good** use of mathematical language **and** forms of mathematical representation. * The lines of reasoning are **concise**, **logical** and **complete**. * The student moves **effectively** between different forms of representation. |  |

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End of Assessment